Fires Center of Excellence Accreditation Booklet

TRADOC Accreditation Team Visit

Evaluation of the
Fires Center of Excellence
21 October – 1 November 2013

25 JULY 2013

FIRES STRONG!

1. What is an "Accreditation"?

a. An accreditation of any school, educational institution or training facility, is an evaluation across all domains of the organization to ensure quality standards are attained and maintained. This evaluation promotes and ensures that quality educational outcomes are consistently achieved. The accreditation signifies the educational organization met all the evaluated standards at the quality level required to ensure meaningful learning outcomes are achieved. Accreditation standards challenge educational organizations to:

1) Create and promote rigorous and challenging lessons and training.
2) Professionally develop and improve staff and faculty quality.
3) Ensure students perform to a quality learning outcome standards.
4) Develop effective processes, systems, functions to promote learning.
5) Provide quality curriculum enhanced with modern educational technology.
6) Ensure training and education enablers and enhancers are in place.
7) Provide efficient and effective administrative support processes and systems.
8) Lead and manage flexible and adaptive organizations and learning environments.

b. In most instances an experienced team of subject matter experts from outside the institution observe and evaluate the institution based on a set group of standards related to the institution's defined education and training goals. Most accreditation evaluations occur on a repetitive basis and if satisfactorily passed indicate the institution is an effective institution of learning attaining high standards. Normally TRADOC schools like the FCoE are evaluated for accreditation every three years.

2. What is the Purpose of the TRADOC Accreditation Visit?

The purpose of the TRADOC Accreditation Team visit every three years is to assure the TRADOC Commander the FCoE fully meets the training and education competency requirements of a TRADOC Institution of Learning across all the DOTMLPF domains:

Doctrine: The management and effectiveness of our doctrine development.
Organization: Effectiveness of the FCoE and its oversight of warfighting functions.
Training: How we prepare trainees and leaders at Fort Sill.
Materiel: How we assist in developing the right equipment for our forces.
Leadership and Education: How we prepare and educate our leaders.
Personnel: Status/use of our FCoE personnel to accomplish missions and functions.
Facilities: Status/use/care of installation real property to support training & missions.

3. What does the TRADOC Accreditation Team consist of?

a. The TRADOC Accreditation Team usually consists of 20-25 subject matter experts hand-picked from across the TRADOC major subordinate commands responsible for developing the 28 TRADOC Army Enterprise Accreditation Standards (AEAS) in their particular areas of expertise that apply to the FCoE and other CoEs (AEAS on Page 6).

b. The TRADOC Team is led by the TRADOC Quality Assurance Office the lead agency for oversight of all TRADOC accreditations.

c. There are three main elements responsible for conducting the accreditation evaluation:

(1) TRADOC HQs: Evaluates all the TRADOC Staff functional areas.

(2) Combined Arms Center (CAC) : Evaluates training, leader development, Training development and doctrine.

(3) DCG-Initial Military Training (IMT): Assess BCT, AIT, BOLC-B, etc.
All Elements are looking for ALM 2015 efforts

d. This year due to Fiscal Constraints some parts of the evaluation will occur by telephone conference call, DCO Connect, VTC and other cost saving measures.

Revised 28 Army Enterprise Accreditation Standards 1 APR 13

4. What is the Mission, Goal and Intent of the Accreditation?

Accreditation Mission

The Fires Center of Excellence Improves as an Institution of Excellence Meeting or Exceeding TRADOC Accreditation Standards Across all Domains IAW the 28 Army Enterprise Accreditation Standards Established by TRADOC 1 April 2013

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Accreditation Goal

The FCoE Attains Rating of "Institution of Excellence"

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Self –Assessment / Improvements	TRADOC Evaluation
The FCoE Conducts an Accreditation Self-Assessment and Takes Corrective Action Providing a Status Report to TRADOC NLT 16 AUG 2013	**TRADOC Conducts Accreditation Evaluation at the FCoE 21 OCT 2013 – 1 NOV 2013**

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Intent - FCoE Accreditation 2013

The FCOE Uses this Accreditation Effort to:

- Conduct a <u>Rigorous</u> and <u>Thorough</u> Accreditation Self-Assessment Across All Lines of Effort in Every DOTMLPF Domain to <u>Identify Shortfalls</u> & <u>Fix</u> / <u>Improve</u>:

   - ALM Implementation   - Instructor Certification   - Systems   - Processes
   - Procedures   - Programs   - Practices   - Quality Controls   - Best Practices

- Better Assess and Implement Effective ALM 2015 Efforts

- Improve All Training and Education Venues & Outcomes

- Educate FCoE Leadership, Staff and Faculty in Attaining and/or Exceeding All TRADOC Accreditation Standards

5. MG McDonald's Intent for the Accreditation Effort:

ALM 2015 – CG Intent FY 13
(From Accred Overview Brief 9 OCT 12)

- Quality Instruction and Lessons Now

- Accreditation Focus is to Work Toward ALM 2015

- Move Down the Road Toward ALM Now:
    - Many things can happen now . . .
    - Evaluate Classrooms now . . .
    - Check to See if Executing ICP as Designed . . .
    - Get Away from Boring to Engaging . . .
    - Reduce Powerpoint . . .
    - Facilitate vs Lecture . . .
    - Integrate Activities to Improve Outcomes . . .
    - Lesson Upgrades Now – Not Waiting Until 2015
    - Get Credit for Courses & Credential where Possible

- Infuse Technology When and Where Possible now

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6. What will the TRADOC Accreditation Team look at?

 a. **Conduct of Training / ALM 2015 Environment:** Observe a variety of training events from classroom to field – mostly unannounced based on weekly training schedules (period 21 October – 1 Nov 2013). Coaching, mentoring, counseling, leader development, effective training, integration of OE, implementation of ALM 2015 and Lessons Learned in instruction, etc., at BCT, AIT, NCOES, OES, WOES, Joint training (JOFEC/JFO/etc.) in ADA/FA Schools, JACI, NCOA, 434th BCT, 30th BDE, 428th FAB +.

b. **Support to Training:** POIs/Lessons Plans/administrative data/ process and function SOPs (DOTD) and admin functions across all courses (Counseling, Visitor Folders, Student Folders, Instructor Folders, Test Control, Instructor Certification processes, unit SOPs, admin, support, records keeping, safety, etc.)

c. **Staff processes and functions across the FCoE** (all organizations / staffs). Review Army and TRADOC regulatory requirements / SOPs / processes at key staff elements:
 DRM / QAO / PDD / Safety / G1 / G2 / G3 / G4 / G6 / CDID / DOTD / Facilities / JACI
 DPTMS Ranges / Library / All Training BDEs / NCOA / FA&ADA School / FCoE++

7. The 28 Army Enterprise Accreditation Standards (AEAS) applicable to the FCoE:

AEAS-1	QA Program		AEAS-15	NCOES courses
AEAS-2	Mission and Functions		AEAS-16	Doctrine
AEAS-3	Military Personnel		AEAS-17	Staff and Faculty
AEAS-4	Instructional Equipment		AEAS-18	Educational Programs
AEAS-5	Civilian Personnel		AEAS-19	AC/RC Equivalency
AEAS-6	Facilities and Environment		AEAS-20	Leader Development
AEAS-7	OE Operational Environment		AEAS-21	Lessons Learned
AEAS-8	OE Operational Environment:		AEAS-22	ADDIE – Analysis
AEAS-9	Library		AEAS-23	ADDIE – Design
AEAS-10	ALM Management		AEAS-24	ADDIE – Development:
AEAS-11	Training Resource Management		AEAS-25	Unit Training Products
AEAS-12	Test Control		AEAS-26	Distributed Learning Develop.
AEAS-13	Safety		AEAS-27	Staff Development
AEAS-14	Knowledge Management		AEAS-28	Training Support

8. FCoE Applicability Chart for Organization Primary Focus:

Fires Center Accreditation Application Chart (Internal FCOE Use Only)

Fires CoE AEAS Focus by Organization (09 JUL 13)

No Standards	Description	FA	ADA	NCOA	FCoE	JACI	DOTD	434th	FCoE SME	TRADOC ID
AEAS-1	Institution has an effective Quality Assurance Program that empowers the institution to perform its mission and to become a "Learning Organization."	X	X	X	X				QAO / SCHL NCOA	COE, SCHL, NCOA
AEAS-2	Institution empowers its subordinate organizations/units to be effective via published policy and guidance concerning its missions, functions, programs, and processes.	X	X	X	X	X	X	X	ALL / G3	ALL
AEAS-3	Military Personnel: Institution properly utilizes its military personnel resources.	X	X	X	X	X	X	X	ALL / G1	ALL
AEAS-4	Instructional Equipment: Institution ensures that all equipment requirements for safe realistic training are documented and available.	X	X	X	X	X	X	X	ALL / DRM	ALL
AEAS-5	Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.	X	X		X	X	X	X	ALL / G1	COE, SCHL
AEAS-6	Facilities and environment are conductive to learning. (Note: includes barracks, classrooms, shop areas, learning facilties, and mission-related environmental issues).	X	X	X	X	X		X	ALL / GARRISON FCoE	ALL
AEAS-7	Students perform training and education tasks under appropriate Operational Environment (OE) conditions.	X	X	X	X	X	X	X	ALL / DOTD	ALL
AEAS-8	Institution integrates operational environment (OE) complexities into concepts, capabilities, and requirements processes.				X				CDID	COE
AEAS-9	Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and students, both resident and nonresident.				X				LIBRARY	COE, SCHL
AEAS-10	Institution manages implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.	X	X	X	X	X	X		ALL / DOTD PDD	ALL
AEAS-11	Institution has an effective system in place to manage the identification of resources for education and training development and conduct of education and training.	X	X	X	X	X	X		ALL / G3 DOTD	ALL
AEAS-12	Institution administers, controls, and negates or investigates compromised of all tests and test materials in accordance with regulatiory guidance.	X	X	X	X	X	X	X	Schools / Course	ALL
AEAS-13	Institution implements risk management and TRADOC safety and occupational health program requirements.	X	X	X	X	X	X	X	ALL SAFETY	ALL
AEAS-14	Knowledge management (KM) has been operationalized by implementing KM processes and procedures.				X	..	X		FCOE / CIO / G6	COE, SCHL
AEAS-15	NCOA is managing proponent NCOES courses, providing Army NCOs a positive learning environment, and continuously scanning the force for educational improvement.				X				NCOA	NCOA
AEAS-16	Doctrine: Institution manages and develops Army doctrine.				X		X		DOTD	COE
AEAS-17	Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.	X	X	X	X	X	X	X	ALL PDD	ALL
AEAS-18	Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.	X	X	X	X	X	X		ALL / DOTD	ALL
AEAS-19	AC/RC Equivalency: Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.				X		X		CMDT DOTD	COE, SCHL
AEAS-20	Leader Development: Institution's climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve.	X	X	X	X	X	X	X	ALL	ALL
AEAS-21	Lessons Learned: Institution understands and trains the lessons learned (L2) concepts an outlined in AR 11-33 and intergrates collected and analyzed observations, insights, and lessons (OIL) into education and training.	X	X	X	X	X	X		ALL / DOTD	ALL
AEAS-22	ADDIE - Analysis: Institution conducts analysis to determine training and education requirements.				X		X		DOTD	ALL
AEAS-23	ADDIE - Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.	A	A	A	X	X	X		DOTD	COE, SCHL
AEAS-24	ADDIE - Development: Institution converts course design into the training products and materials required to implement the course.	A	A	A	X	X	X		DOTD	COE, SCHL
AEAS-25	Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training prodcuts.				X		X		DOTD	COE, SCHL
AEAS-26	Distributed Learning Development: DL products are developed, delivered and maintained IAW TRADOC and Army policies and regulations.				X		X		DOTD	COE, SCHL
AEAS-27	Staff Development: Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).	X	X	X	X	X	X		ALL / PDD	ALL
AEAS-28	Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.	X	X	X	X	X	X	X	ALL GARRISON FCoE	ALL
TOTAL		17	17	17	27	19	23	11		

Notes: A=Assist (Scored at FCoE/DOTD)   X=School QAEs are also part of FCoE QAO

9. How does the TRADOC Accreditation Team evaluate the many areas they look at?

   a. The evaluators are subject matter experts (SMEs) in the areas they look at. They are familiar with the Army and TRADOC regulations and many are the authors of the TRADOC Standards they evaluate/assess.

   b. The standards themselves have specific criteria that spell out the requirements of each standard as well as listing the references related to the standard.

   c.   Every standard has a spreadsheet with tabs that provides the specific requirements, regulatory references and criteria for the evaluation of the standard. This spreadsheet is also used for self-assessment and evaluator reporting. It is an excellent tool. **All the above items are posted on the FCoE Accreditation Site on the FCoE Sharepoint Portal .**

   d. Bottom line: The TRADOC SMEs know how to triangulate. They will check at various locations and ask different people the process to see if everyone is on the same SOP – it pays to talk your SOPs or processes across your element.   The Team will conduct forums, interviews , DCO connect sessions or VTCs with identified audiences and key managers and leaders.   **Individuals selected to attend forums, interviews, VTCs or DCO connect sessions should be well versed on units SOPs, unit processes, and the TRADOC Accreditation standards related to the purpose of the forum or interview.   A positive and candid approach is beneficial. Due to resource constraints this FY - more teleconferences / DCO connect sessions and/or VTCs will occur versus in person evaluator sessions. A detailed schedule will be published for all accreditation events, forums, meetings, interviews and evaluations.**

10. How is the FCoE preparing for this accreditation visit?

   a. The FCoE has a comprehensive program involving all organizations and staff elements established by the Quality Assurance Office (QAO) as the oversight agency for the FCoE accreditation efforts.

   b. Every organization and staff element within the FCoE has a command appointed Action Officer (AO) to assist and monitor the progress of the element related to the Accreditation requirements and timeline.

   c. G3 produces FRAGOs to direct specific accreditation requirements.

   d. The chain of command at every organization across the FCoE is engaged in the accreditation effort and is responsible to ensure their elements meet accreditation standards.

11. What you should know about the accreditation . . .

a. The accreditation of the FCoE is an opportunity for the FCoE to improve as an institution of higher learning with the ultimate goal of better preparing Fires Warriors to succeed in Full Spectrum Operations.

b. With that outcome in mind, it is therefore important that every member of the FCoE (DA Civilian, Officer, NCO, Serviceman or other supporting personnel) attempts to improve his/her part of the FCoE related to his/her job.

c. The accreditation effort is a good venue to allow focus on the processes, functions, SOPs and details of accomplishing your specific FCoE mission at your level.

d. If every organization and individual puts forth a solid effort to improve in their particular area – the FCoE as a whole will improve in accomplishing its goal of supporting training and education significantly.

e. It is the duty of every DA Civilian, Officer, NCO, Serviceman or other supporting personnel to do their part in ensuring quality training occurs at the FCoE. By assessing your areas against those accreditation standards that apply and improving where possible – you are taking steps to improve your area and FCoE training and educational events overall.

f. The members of the TRADOC Accreditation Team are experienced SMEs and have had the opportunity to see how many organizations perform their functions. Do not be afraid to ask them questions and learn from their experience – they just may have some ways for you to solve your challenges.   Be prepared – understand the standards and how they apply to you and your organization. Students will appreciate your support!

12. Your part in the accreditation effort . . . a Team Sill Effort . . .

   a. Your attention to detail, initiative, experience and efforts will make a difference. Point out the good things you do and best practices.

   b. It is your responsibility to know the standards that apply to you and your organization. Take the time to read them, understand them and truly assess where you are - and fix what needs to be fixed on a realistic timeline.

   c. Be positive in your approach – the reality is the accreditation standards have many embedded criteria that were designed to improve your organization. Very few things are just admin busy work – if sincerely attacked over time you can help improve your organization.

   d.   The goal is not to "pass" accreditation . . . the goal is to improve our FCoE systems, processes and capabilities to support our core function as a TRADOC Center of Excellence = training, educating, and supporting those that will go in "Harm's Way" . . . give the accreditation your best effort – nothing less is acceptable.

13. Where can I find information about the accreditation visit?

The TRADOC 28 Accreditation Standards are posted on the FCoE Accreditation Sharepoint site along with other pertinent information:

   https://www.tkeportal.army.mil/sites/fcoe/Accred/default.aspx

1. FCoE Accreditation POC (QAO): Mr. Jim Connolly – 442-2002
2. ADA School/434 POC (ADA QAE): Mr. Joe Wood – 442-2021
3. FA School Accreditation/JACI POC (FA QAE): Mr. Matt Youngkin – 442-2745
4. CDID/DOTD/Staff POC (QAO): Mr. Jimmy Arter/Cathy Walker 442-2835/4902
5. NCOA Accreditation POC (QAO): Mr. William Dubose – 442-2646

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14a. ALM Implementation is a Focus of Accreditation Efforts:

ALM at the FCoE – What Is It?

Quality Instructors Mentoring Engaged, Challenged, High Performing, Problem Solving Students:

- High Quality Role Model Instructors with Superior Facilitation Skills and Solid Understanding of Adult Education Fundamentals Promoting 21st Century Soldier Competencies and Branch Specific Tactical and Technical Skills and Knowledge

- Strong Professional Development Programs and Lessons to Improve and Enhance Training and Education Outcomes for Students to Include Development of Profession of Arms Attributes

Informed Leadership, Supervisors, Training Managers, Cadre at All Levels:

- Understanding Improved Adult Education Venues and the Science of Learning

- Performing as Coaches & Mentors to Assess and Improve Instructor & Student Performance

Effective Lesson Plans:

- Setting Conditions for Significantly Improved Learner Centric Education & Training Outcomes

- Ensuring Curriculum & Training Developers Can Design/Create ALM 2015 Instructional Venues

Appropriate Use of Technology and other ALM 2015 Enhancements within Realistic Resourcing:

- Leveraging Educational Technology When & Where Appropriate to Enhance Learning Outcomes

- Introducing Improved Classroom Simulations, Apps, dL, Learning Tools, Assessment Tools, Life Long Learning Efforts, Database Links, Blended Learning Opportunities, Point of Need Training and a Host of New Educational Technologies to Enhance Learning Opportunities

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Army Learning Model 2015 Defined

FCoE Definition: The Army Learning Model is a Continuous Adaptive Learning Model Designed To:

1. **Develop Competent and Adaptable Soldiers and Leaders** who have the technical, tactical, cognitive, interpersonal and cultural skills necessary to effectively execute missions and make sound judgments in complex environments, from tactical to strategic level.

2. **Promote a Learner-Centric Learning Environment Fostering 21st Century Soldier Competencies** with instructional strategies, expert facilitators, and technologies that are tailored to the individual learner if possible.

3. **Enhance and Improve the Quality, Relevance, and Effectiveness of Face-to-Face Learning Experiences** through outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context. Create and sustain an adaptive delivery and development infrastructure.

4. **Extend Learning Beyond the Schoolhouse** in a career long continuum of learning through the significantly expanded use of network technologies (career span framework).

TRADOC PAM 525-8-2, 20 JAN 11, The Army Learning Concept for 2015 (P 16-19)

14b. ALM Implementation is a Focus of Accreditation Efforts:
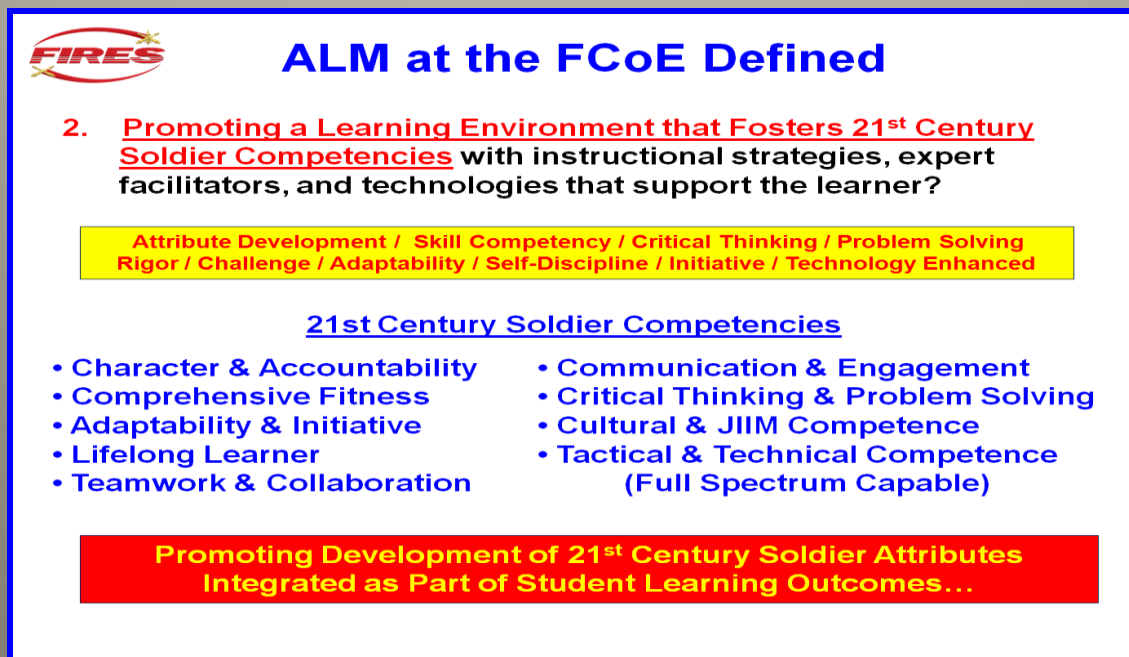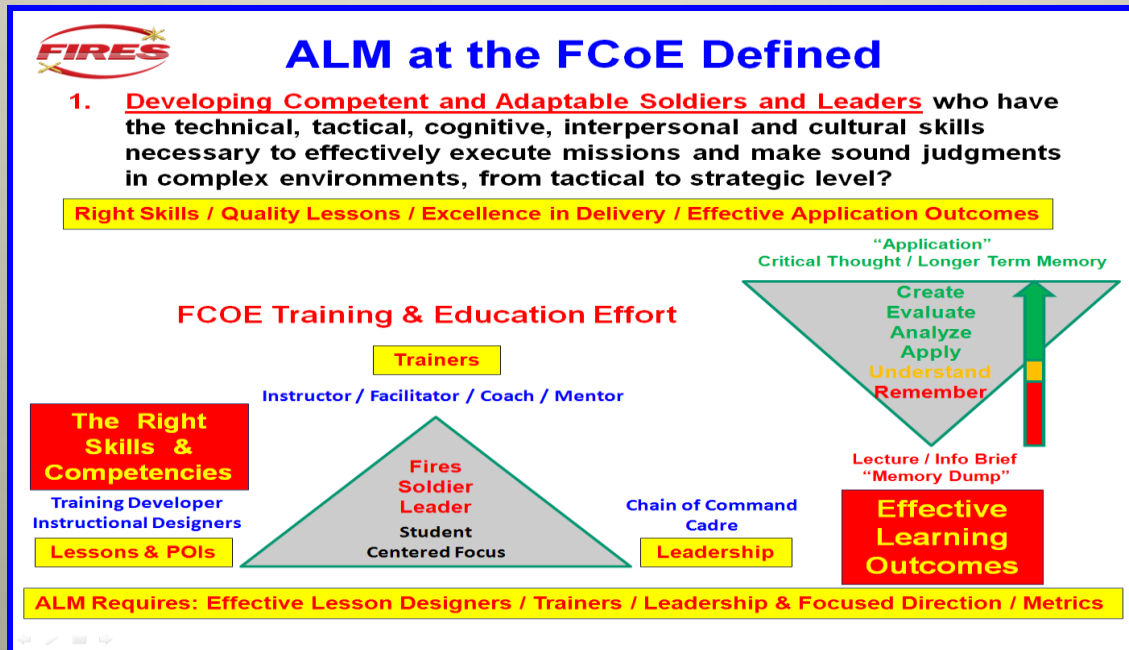
ALM at the FCoE Defined

1. **Developing Competent and Adaptable Soldiers and Leaders** who have the technical, tactical, cognitive, interpersonal and cultural skills necessary to effectively execute missions and make sound judgments in complex environments, from tactical to strategic level?

Right Skills / Quality Lessons / Excellence in Delivery / Effective Application Outcomes

"Application"
Critical Thought / Longer Term Memory

FCOE Training & Education Effort

Trainers

Instructor / Facilitator / Coach / Mentor

Create
Evaluate
Analyze
Apply
Understand
Remember

The Right Skills & Competencies

Training Developer
Instructional Designers

Lessons & POIs

Fires
Soldier
Leader
Student
Centered Focus

Chain of Command
Cadre

Leadership

Lecture / Info Brief
"Memory Dump"

Effective
Learning
Outcomes

ALM Requires: Effective Lesson Designers / Trainers / Leadership & Focused Direction / Metrics

ALM at the FCoE Defined

2. **Promoting a Learning Environment that Fosters 21st Century Soldier Competencies** with instructional strategies, expert facilitators, and technologies that support the learner?

**Attribute Development / Skill Competency / Critical Thinking / Problem Solving
Rigor / Challenge / Adaptability / Self-Discipline / Initiative / Technology Enhanced**

21st Century Soldier Competencies

• Character & Accountability
• Comprehensive Fitness
• Adaptability & Initiative
• Lifelong Learner
• Teamwork & Collaboration

• Communication & Engagement
• Critical Thinking & Problem Solving
• Cultural & JIIM Competence
• Tactical & Technical Competence
   (Full Spectrum Capable)

**Promoting Development of 21st Century Soldier Attributes
Integrated as Part of Student Learning Outcomes…**

14c. ALM Implementation is a Focus of Accreditation Efforts:

ALM at the FCoE Defined

3. **Enhancing and Improving the Quality, Relevance and Effectiveness of Face-to-Face Learning Experiences** through outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context . . .

Using Effective Learning Activities Focused on Application Outcomes…

Context Based
Problem Centered
Engaging
Rigorous
Facilitated
Challenging
Effective
Relevant

Outcome Focused Instruction at the FCOE

ALM Instructional Approaches Focus on Application of Skills & Competencies

OFI at the FCOE was designed to reinforce good training practices . . .
(not necessarily new ones) with a focus to:

- Identify the Real Combat Outcomes sought and deliberately train toward them
- Explain the Why of tasks so Soldiers/leaders can apply in varying situations
- Work Toward Task Mastery (repetition, increased stress, combat focused)
- Sequence Training to build confidence/competency/increasing challenge/stress
- Include Good Coaching and Mentoring (not at expense of discipline but to build it)
- Include Problem Solving embedded into task training (rigor and engagement)
- Develop Metrics to measure success (Soldier Centric – Learner does the "Work")
- Also Focus on Building Desired Attribute Outcomes Embedded in the Training
  (Accountability, Self-Discipline, Situational Awareness, Judgment, Values +)

Performance Oriented
Hands-On
Technology Enhanced
Collaborative
Experiential
Assessed
Attribute Focus

ALM at the FCoE Defined

4. **Extending Learning Beyond the Schoolhouse** in a career long continuum of learning through the significantly expanded use of network technologies? **Within Realistic Resource Expectations . . .**

Promoting Student Centric, Technology Enhanced, Life Long Learning…

Limited Technical Expertise

Limited Resources

Must Set Priorities

Focus on Best "Bang for Buck"

Some Characteristics of a Learner-Centric 2015 Learning Environment

Context-based, facilitated, problem solving team exercises

Single Portal to Digital Learning Resources

Virtual Training Environments (e.g JTCOIC-Training Brain)

Soldier Created Content (Wikis, Blogs, Apps, etc.)

Performance Support Apps (Mobile Digital Devices)

Peer-Based Learning (Digital Social Networks)

Self-Structured Learning

Learner-Centric
Coaches — Mentors — Facilitators — Instructors

Blended Learning

Regional Learning Centers (Satellite schools at unit locations)

Adaptive Learning, Intelligent Tutors

Mobile Learning, dL Modules

Assessments, Evaluations (Rigor & Relevance)

Tracking & Feedback (Army Career Tracker)

Enables Career-Long Learning -- Supports a Learning Army

More Enduring Efforts

Most Impact

Longer Term Focus

Best Outcomes

14d. ALM Implementation is a Focus of Accreditation Efforts:

The "ALM" Lesson / Design
(90% is Good Adult Education Fundamentals)
What Does it Look Like? Is it in the Lesson? QC?

Simple / Basic Fundamentals!

1. **Outcome focused** attaining real combat/job applications and deliberately training toward them.
2. **Explains the why** of tasks so soldiers/leaders can apply in varying situations (adaptability).
3. **Works toward task mastery. Provides critical thinking opportunities.**
4. Lesson design provides activities that **stimulate interest and focus in "hands on" challenges.**
5. Includes sequenced training to **build confidence** / competency / increasing challenge / stress.
6. Includes **good coaching, mentoring and counseling opportunities** (sets conditions for instructor).
7. Includes **problem solving embedded** into task training in increasingly challenging venues.
8. Focus is on **soldier centric** activities and facilitated opportunities to apply what was learned.
9. Includes **rigor and engagement** – should be challenging, and at right times places – stressful.
10. **Incorporates technology,** simulations, ABCS systems to enhance learning where worthwhile.
11. Also focuses on **building desired attributes** as part of the outcomes **with quality rubrics.**
12. There are **clear outcomes, metrics** and criteria identified and defined for assessment feedback.
13. Includes **self-assessment and 360 degree assessment** opportunities with simple criteria.
14. Pursues **high attainable expectations** – not dumbed down to lowest level.
15. **Focuses on doing, thinking, problem solving** versus lecture and powerpoint briefs.
16. Includes planned, **purposeful attribute development** with metrics to assess and provide feedback.
17. Includes **pretests** to assess status and prerequisites to ensure in class time is focused.
18. Includes homework that **improves effectiveness of "in-class" time.**
19. **Testing is performance based.** Moving from "Knowledge" level to "Application" level.
20. **Students do the work – students do the thinking – instructors facilitate!**

This type of training can occur in all instruction (BCT, AIT, NCOES, OES, WOES) to some degree!

I Hear and I Forget. I see and I Remember. I Do and I Understand. Chinese Proverb

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Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.
Vince Lombardi

15. Accreditation Outcome = ALM Implementation to Improve Training and Education Venues across the FCoE . . .

a. The Accreditation is an opportunity to improve the Fires Center of Excellence and in the process improve all training and education venues and outcomes.   We want to conduct a rigorous and very thorough accreditation self assessment across all lines of effort in every DOTMLPF domain. We need to identify shortfalls and fix/improve our systems, processes, procedures, programs, practices and quality controls. The accreditation is a priority Team Sill effort.

b. The FCoE Accreditation effort also has a much broader focus & effort than just attaining accreditation. We want to use the accreditation effort to get after the new demands outlined in The Army Learning Model for 2015. We can make many things happen now such as getting away from boring to engaging, reduce power point, facilitate instead of lecture, integrate activities to improve outcomes and infuse technology when and where possible. Ultimately, this broader overall effort will enable the FCoE to better educate and train a more adaptable, resilient and effective Fires Warrior capable of winning on the future Full Spectrum battlefield. The accreditation focus is to work towards ALM 2015.

c. Attaining the tough standards of this TRADOC accreditation requires attention to detail, discipline and the ability to set priorities and manage time. Obtaining success in this accreditation is no different than what it takes to obtain success on the battlefield. The discipline, priority setting, problem solving and time management skills you develop in garrison for the accreditation effort will also serve you well and better prepare you to accomplish your battlefield missions.   Initiative, character and perseverance can be developed in many ways both in combat and in garrison efforts and training.

"I don't think much of a man who is not wiser today than he was yesterday."
Abraham Lincoln

Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.
Steve Jobs

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